Southern Illinois University at Carbondale
Department of Educational Administration & Higher Education

EAHE 547
EVALUATING EDUCATIONAL RESEARCH

Monday- Friday, 3:00 pm - 7:30 pm, Pulliam Hall 0112

May 12, 2014 - May 23 2014

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Pulliam Hall, Room # 128C/ Telephone Office #453-6066
Office Hours: By appointment

COURSE DESCRIPTION

Educational research plays a significant role in shaping the discourse on educational practice and policy. Both practitioners and policymakers use educational research to learn about new developments in pedagogy, populations, and trends that may impact the practice of teaching and administration. This course will help you become more skilled and savvy in reading and critically evaluating educational research. By the end of the course, you should be able to discern good research from poorly designed or written research. This course will also equip you with the tools for evaluating research in a way that can help you understand how you can apply educational research to practice as well as understanding some of the broader social and political contextual trends shaping educational research and data-driven reforms.

Prerequisite: Graduate standing in the College of Education or consent of course instructor.

COURSE OBJECTIVES

- To explore the nature of disciplined inquiry in education and to gain an understanding of the importance of research to educational practice.
- To learn how to locate scholarly articles of interest on a particular topic using the library and other electronic resources.
- To learn how to read research critically and judge a research report’s credibility.
COURSE TEXTS


EVALUATION

Your final grade will be based upon class participation, assignments, and a final paper and presentation. Each of these parts is described below.

A. Class Participation (30%): As a graduate student, you are expected to contribute to class discussions and activities in an informed, critical, and reflective way. Your participation in this course will be a significant part of your final grade. In order to fully participate in class, you must attend consistently, prepare for class, and participate in class discussions and activities. You are expected to conduct yourself as a graduate student. This means absences are not acceptable and will affect your participation grade. However, if you must miss a class, please inform me in advance. Your participation grade will also include your participation in a variety of in-class activities. Since we are meeting every day, I highly advise you to complete the in-class assignments in-class as much as possible. Most of the last half of class will be allotted to you to do this, it is up to whether you will use the time in a constructive way.

B. Textbook Activities (50%): The assignments given in this course are designed to introduce and refresh your knowledge of how to read, interpret, and evaluate research. You will be required to complete several of the activities listed in the Hittleman and Simon textbook to apply your readings and classroom discussions. These activities should also prepare you for the final paper and presentation, which will be cumulative. You will be required to complete eight textbook assignments. All activities should be typed and incorporate proper APA citations. The due dates for each of these activities are listed in the course schedule below.

C. Final Presentation (20%): Your final presentation and paper will be cumulative. You will present your review of the literature you’ve collected on your research topic. Included in your review you should highlight the common methodologies used; what trends and noteworthy information has developed as a result of the research; and any recommendations that are given. You are expected to synthesize your findings, highlighting common trends, methodologies, and recommendations. You should also highlight unique and nuanced findings and approaches to addressing the topic.
The structure of the final paper is as follows:
1. The research question/topic;
2. General approaches and research designs to address the topic;
3. Most common findings;
4. Some uncommon or unique findings;
5. Critique of the research you’ve read;
6. Recommendations based on what you’ve read.

Your presentation and written paper must show a clear effort to synthesize, interpret, and evaluate the research you’ve read on the topic. Your presentation should be 10-15 minutes long, and your paper should be 5-8 pages long, double spaced, 12 point font, and follow APA guidelines. We will discuss both of these projects in more detail later. **DUE: May 23rd.**

**GUIDELINES FOR WRITTEN ASSIGNMENTS**

All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 12 point font. You are expected to use APA style. If you receive grades on your written work that you don’t understand or are not happy with, you should schedule a time to discuss it with me. In general, the following criteria apply for all written work:

- **A level work** is reflects substantial effort, proof-read, and well thought out. Guidelines for the assignment have been followed thoroughly, and have been carried out in organized, coherent, and thorough manner. Arguments are well-cited with appropriate sources, use supportive examples, and are written in a compelling and persuasive manner. For papers and long essays, there is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent with very few grammatical or spelling errors.

- **B level work** reflects satisfactory quality and a clear effort to complete the assignment. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are acceptable; however there may be some minor grammatical and/or spelling errors. However, these errors do not detract substantially from the clarity, organization, or content of the paper/essay.

- **C level work and below** is unsatisfactory. The paper reflects a lack of proof-reading, understanding of the material, and/or lack of effort to address the guidelines for the assignment. The structure, clarity, and/or mechanics of the paper are below what is expected of graduate level work.
ACADEMIC DISHONESTY & PLAGIARISM

Academic dishonesty and plagiarism will not be tolerated. According to the SIU Plagiarism Committee (2007) plagiarism is defined as: “presenting existing work as one’s own”. Plainly speaking, any ideas or language or visual design taken from another source, including one’s own work, must be fully acknowledged unless the information is common knowledge. What is considered ‘common knowledge’ may differ from subject to subject.

To avoid plagiarizing, one must not adopt or reproduce material from existing work without acknowledging the original source. Existing work includes but is not limited to ideas, opinions, theories, formulas, graphics, and pictures.

Examples of plagiarism, subject to interpretation, include but are not limited to directly quoting another’s actual words, whether oral or written; using another’s ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; and offering materials assembled or collected by others in the form of projects or collections without acknowledgment.” (SIU College of Education and Human Services, 2013).

Individuals suspected of academic misconduct will be handled according to established Southern Illinois University policies.

You are expected to take responsibility for the integrity and honesty of your academic work. In this course, if you plagiarize any aspect of any of the written assignments, you will receive a grade of F for the assignment and, as appropriate, for the class. Additionally, I reserve the right to use software to periodically scan for plagiarism, as well as the right to ask you for an electronic copy of your work for any assignment. Plagiarizing includes the following:

• Handing in work that you did not write for this particular course. Consequently, this not only includes other people’s uncited work, but also work that you previously handed in for another course or have already published. You should not self-plagiarize your own work. If you have any questions or doubts about this area, just ask me.

• Using someone else’s words, expressions or ideas in your writing without directly citing them by using quotation marks and an appropriate reference. A quotation is a word-for-word repetition of written or spoken language. Quotation marks directly before and after the material tell the reader these are the exact words of the source. Direct quotations must always include a reference with the author’s last name, year of publication and page number (in APA). The page number can be given in parentheses at the end of the exact quotation or incorporated into the in-text citation.

• Paraphrasing someone else’s argument without providing an appropriate reference to show where you got the idea/argument. Paraphrases and summaries are restatements of written or spoken language in your own words. If you draw on someone else’s ideas in your paper, you must cite that source. Additionally, you should always clearly identify the parts of your paper that are not your own. Likewise, it’s important to not add your opinions while paraphrasing or summarizing someone’s opinions unless you make it clear...
that your ideas are not the original author’s. Paraphrases and summaries do not use quotation marks but must be cited. In, APA, this citation requires the author’s last name and year of publication. APA does not require the use of specific page numbers when paraphrasing (although you must include page numbers with a direct quotation). However, for this course, I expect you to include page numbers in the citation.

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at <http://www.bert.siu.edu/>, Department of Public Safety’s website <http://www.dps.siu.edu/> (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

ACCOMODATIONS

Students with a disability who require reasonable accommodations should discuss the matter with Disability Support Services (DSS) and the professor during the first week of this semester. DSS staff members are available to consult with students regarding appropriate academic accommodations and adaptations. Students can contact DSS at 618-453-5738, or stop by the office in Woody Hall B150. More information about Disability Support Services is available at: http://disabilityservices.siuc.edu/.
COURSE SCHEDULE

Monday, May 12, 2014

Introductions, The Purpose of Research

Readings: *Interpreting Educational Research*, Chapter 1

Homework:
- Read *Interpreting Educational Research*, Chapter 2 & 3
- Complete Activity 1 pp73.
- Read *Reading Educational Research: How to Avoid Getting Statistically*, Chapter 1

Tuesday, May 13, 2014

Research Designs

Assignment Due: *Interpreting Educational Research Activity 1* (Ch. 2), pp. 73

Readings:
- *Reading Educational Research: How to Avoid Getting Statistically*, Chapter 1

Homework:
- Read *Interpreting Educational Research*, Chapters 11
- Choose a research topic you’d like to know more about relevant to your field of study, along with one or two questions you have about the topic (Note: This will be the topic you give your final paper and presentation on)

Wednesday, May 14, 2014

Locating Relevant Research

Assignment Due: Bring in a typed up version of your research topic and question(s) about the topic

Readings:

Homework:
- Read *Interpreting Educational Research*, Chapters 4&5
- Bring at least one of your new articles to class next week
Thursday, May 15, 2014

Assignment Due: Interpreting Educational Research, Activity 1 (Ch.4), pp. 97

Readings:
• Interpreting Educational Research, Chapters 4 & 5

Homework:
• Read Interpreting Educational Research, Chapters 6
• Activity #2 (Ch. 6), pp. 138
• Read Reading Educational Research: How to Avoid Getting Statistically, Chapter 2
• Bring in a journal article on your research topic

Friday, May 16, 2014

Assignment Due: Interpreting Educational Research, Activity 2 (Ch.6), pp. 138

Readings:
• Interpreting Educational Research, Chapters 6
• Read Reading Educational Research: How to Avoid Getting Statistically, Chapter 2

Homework:
• Read Interpreting Educational Research, Chapters 7
• Read Reading Educational Research: How to Avoid Getting Statistically, Chapter 3

Monday, May 19, 2014

Readings:
• Interpreting Educational Research, Chapters 7
• Read Reading Educational Research: How to Avoid Getting Statistically, Chapter 3

Homework:
• Finish Research Activity
• Read Interpreting Educational Research, Chapters 8
• Read Reading Educational Research: How to Avoid Getting Statistically, Chapter 3
Tuesday, May 20, 2014  
Reading & Interpreting Qualitative Research

Assignment Due: Write up of last classroom activity (Activity 2, *Interpreting Educational Research* pp. 162, brief analysis of 2 articles)

Readings:
- *Interpreting Educational Research* Chapters 8

Homework:
- Finish Research Activity
- Read *Interpreting Educational Research*, Chapters 9
- Read *Reading Educational Research: How to Avoid Getting Statistically*, Chapter 4

Wednesday, May 21, 2014  
Reading & Evaluating Discussion Sections

Assignment Due: Write up of last classroom activity (*Interpreting Educational Research* pp. 198, brief analysis of 2 qualitative articles)

Readings:
- Read *Reading Educational Research: How to Avoid Getting Statistically*, Chapter 4

Homework:
- Finish Research Activity
- Read *Interpreting Educational Research*, Chapters 10

Thursday, May 22, 2014  
Reading & Interpreting Reviews of Research

Assignment Due: Assignment Due: Write up of last classroom activity (*Interpreting Educational Research* pp. 207, brief analysis of the discussion sections of 2 articles)

Readings:
- *Interpreting Educational Research* Chapters 10

Homework: Finish up Final Papers
Assignment Due: Final Report Due
IMPORTANT DATES *
Full Session Courses Begin .................................................. 06/09/2014
Last day to add a class (without Dean’s permission): ......................... 06/15/2014
Last day to withdraw completely and receive a 100% refund: ............. 06/22/2014
Last day to drop a course using SalukiNet: ................................ 07/13/2014
Final examinations .......................................................... 07/31 – 08/01/2014
Commencement: ............................................................. 07/31 – 08/01/2014
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Independence Day Holiday 07/04/2014

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/